

A black and white photograph showing a close-up of a person's hands. The person is wearing a light-colored, possibly white, long-sleeved shirt. They are holding a dark pen in their right hand and are in the process of writing on a lined notebook. The notebook has horizontal lines and a vertical margin line on the left. The background is blurred, focusing on the hands and the writing action.

Practice Test 1

AP® United States History Exam

SECTION I, PART A: Multiple Choice

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Time	55 minutes
Number of Questions	55
Percent of Total Score	40%
Writing Instrument	Pencil required

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the ovals for numbers 1 through 55 on your answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question

Sample Answer

The first president of the United States was

A B C D

- (A) Millard Fillmore
- (B) George Washington
- (C) Benjamin Franklin
- (D) Andrew Jackson

Use your time effectively, working as rapidly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, PART B: Short Answer

At a Glance

Time	40 minutes
Number of Questions	3
Percent of Total Score	20%
Writing Instrument	Pen with black or dark blue ink
Questions 1 and 2	Mandatory
Question 3 or 4	Choose one question

Instructions

For Section I, Part B of this exam, answer Question 1 and Question 2 and **either** Question 3 **or** Question 4. Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page. Fill in the circle on the Section I, Part B: Short-Answer Response booklet indicating whether you answered Question 3 or Question 4. Failure to do so may delay your score.

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UNITED STATES HISTORY
SECTION I, Part A
Time—55 minutes
55 Questions

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then blacken the corresponding space on the answer sheet.

Questions 1–4 refer to the excerpts below.

“Those whose condition is such that their function is the use of their bodies and nothing better can be expected of them, those, I say, are slaves of nature. It is better for them to be ruled thus.”

Juan de Sepulveda, *Politics*, 1522

“When Latin American nations gained independence in the 19th century, those two strains converged, and merged with an older, more universalist, natural law tradition. The result was a distinctively Latin American form of rights discourse. Paolo Carozza traces the roots of that discourse to a distinctive application, and extension, of Thomistic moral philosophy to the injustices of Spanish conquests in the New World. The key figure in that development seems to have been Bartolomé de Las Casas, a 16th-century Spanish bishop who condemned slavery and championed the cause of Indians on the basis of a natural right to liberty grounded in their membership in a single common humanity. ‘All the peoples of the world are humans,’ Las Casas wrote, and ‘all the races of humankind are one.’ According to Brian Tierney, Las Casas and other Spanish Dominican philosophers laid the groundwork for a doctrine of natural rights that was independent of religious revelation ‘by drawing on a juridical tradition that derived natural rights and natural law from human rationality and free will, and by appealing to Aristotelian philosophy.’”

Mary Ann Glendon, “The Forgotten Crucible: The Latin American Influence on the Universal Human Rights Idea,” 2003

1. The above excerpts support which one of the following generalizations?
 - (A) After European and Latin American populations interacted economically, most Europeans were more compassionate toward the interests of non-white people.
 - (B) There was some degree of debate by Spanish explorers over how to treat natives in the New World.
 - (C) The appeal to natural rights and natural law succeeded in abolishing slavery in the New World.
 - (D) The European belief in white superiority was used to justify the doctrine of natural rights.

2. Which one of the following statements about the Spanish conquest of the Americas is most accurate?
 - (A) African slavery was a direct result of Spanish settlements in Florida.
 - (B) Early native civilizations in Mexico introduced Spanish explorers to cattle ranching and wheat cultivation.
 - (C) Christopher Columbus was not the first European to have explored North America.
 - (D) Because of racial prejudice, Spanish explorers shunned intermarriage with native people.

3. Which of the following presidents was most involved in Latin American politics in the 20th century?
 - (A) James K. Polk
 - (B) James Monroe
 - (C) Theodore Roosevelt
 - (D) Chester Arthur

4. Maize cultivation among the native peoples of Mexico is most analogous to which of the following?
 - (A) Buffalo hunting among the Lakota Sioux
 - (B) Wolf domestication by the Algonquians
 - (C) Mixed agriculture among the Iroquois
 - (D) Seal hunting among the Inuit

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Questions 5–9 refer to the excerpt below.

“I observe the great and wonderful mistake, both our own and our fathers, as to the civil powers of this world, acting in spiritual matters. I have read...the last will and testament of the Lord Jesus over many times, and yet I cannot find by one tittle of that testament that if He had been pleased to have accepted of a temporal crown and government that ever He would have put forth the least finger of temporal or civil power in the matters of His spiritual affairs and Kingdom. Hence must it lamentably be against the testimony of Christ Jesus for the civil state to impose upon the souls of the people a religion, a worship, a ministry, oaths (in religious and civil affairs), tithes, times, days, marryings, and buryings in holy ground....”

Roger Williams, *The Hireling Ministry None of Christ's*, 1652

5. The Puritans believed that the freedom to practice religion should be extended to
 - (A) Puritans only
 - (B) all Protestants only
 - (C) all Christians only
 - (D) all Jews and Christians only
6. Consistent with the excerpt above, Roger Williams was banished from Massachusetts Bay in 1636 for advocating
 - (A) the separation of church and state
 - (B) women's suffrage
 - (C) bigamy
 - (D) the export of tobacco
7. The First Great Awakening can be seen as a direct response to which of the following?
 - (A) Puritanism
 - (B) The Enlightenment
 - (C) Transcendentalism
 - (D) Existentialism
8. Puritan emigration from England came to a near halt between the years 1649 and 1660 because, during that period,
 - (A) most English Puritans were imprisoned for heresy
 - (B) most Puritans converted to Catholicism
 - (C) the New England settlement had become too overcrowded, and colonial legislatures strongly discouraged immigration
 - (D) the Puritans controlled the English government
9. Which of the following documents encouraged church membership in the Massachusetts Bay Colony?
 - (A) The Mayflower Compact
 - (B) The Fundamental Orders
 - (C) The Halfway Covenant
 - (D) The Cambridge Agreement

Questions 10 and 11 refer to the excerpt below.

“Permit us, then, earnestly to recommend these articles to the immediate and dispassionate attention of the legislatures of the respective states. Let them be candidly reviewed under a sense of the difficulty of combining in one system the various sentiments and interests of a continent divided into so many sovereign and independent communities, under a conviction of the absolute necessity of uniting all our councils and all our strength, to maintain and defend our common liberties....”

Journals of the Continental Congress, 1777

10. A major weakness of the Articles of Confederation was that they
 - (A) created a too-powerful chief executive
 - (B) did not include a mechanism for their own amendment
 - (C) made it too difficult for the government to raise money through taxes and duties
 - (D) denied the federal government the power to mediate disputes between states
11. The most notable achievement of the United States under the Articles of Confederation was
 - (A) the creation of a strong executive office to lead the national government
 - (B) the empowerment of Congress to regulate commerce
 - (C) the empowerment of Congress to collect taxes
 - (D) the provision for land sales in the Northwest that would benefit the entire nation

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Questions 12–14 refer to the excerpt below.

“And it hath accordingly happened that an open resistance to the execution of the laws hath actually taken place in the town of Boston, and the neighbourhood thereof, within the said province: And whereas it is, under these circumstances, become absolutely necessary...that the said method of annually electing the counsellors or assistants of the said province should no longer be suffered to continue but that the appointment of the said counsellors or assistants should henceforth be put upon the like footing as is established in such other of his Majesty’s colonies or plantations in America, the governors whereof are appointed by his Majesty’s commission, under the great seal of Great Britain...so much of the charter, granted by their majesties King William and Queen Mary to the inhabitants of the said province of the Massachusetts Bay, in New England, and all and every clause...be revoked...and that the offices of all counsellors and assistants, elected and appointed in pursuance thereof, shall from thenceforth cease and determine: And that, the council, or court of assistants of the said province for the time being, shall be composed of such of the inhabitants or proprietors of lands within the same as shall be thereunto nominated and appointed by his Majesty...”

The Massachusetts Government Act, 1774

12. Which of the following would have been most supportive of the excerpt above?
- Samuel Adams
 - Patrick Henry
 - Thomas Gage
 - Thomas Paine
13. The Massachusetts Government Act of 1774 was meant to accomplish all of the following EXCEPT
- provide Britain with the ability to select governing officials in the Massachusetts Bay colony
 - require the quartering of Britain’s officials and military in the homes of Massachusetts Bay residents
 - revoke the rule of governance outlined in the Massachusetts Bay Charter
 - punish the Massachusetts Bay colony for the events of the Boston Tea Party
14. Which of the following occurred in direct response to the Massachusetts Government Act and other perceived coercive acts by Britain?
- The convening of the First Continental Congress
 - The events of the Boston Massacre
 - The drafting of the Declaration of Independence
 - The writing of *Letters From a Farmer in Pennsylvania* by John Dickinson

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Questions 15 and 16 refer to the excerpt below.

“Society in every state is a blessing, but government even in its best state is but a necessary evil; in its worst state an intolerable one; for when we suffer, or are exposed to the same miseries *by a government*, which we might expect in a country *without government*, our calamity is heightened by reflecting that we furnish the means by which we suffer. Government, like dress, is the badge of lost innocence; the palaces of kings are built on the ruins of the bowers of paradise. For were the impulses of conscience clear, uniform, and irresistibly obeyed, man would need no other lawgiver; but that not being the case, he finds it necessary to surrender up a part of his property to furnish means for the protection of the rest; and this he is induced to do by the same prudence which in every other case advises him out of two evils to choose the least. *Wherefore*, security being the true design and end of government, it unanswerably follows that whatever *form* thereof appears most likely to ensure it to us, with the least expense and greatest benefit, is preferable to all others.”

Thomas Paine, *Common Sense*, 1776

15. Which of the following is most harmonious with the sentiment expressed in the excerpt?
- (A) Government is unnecessary, since personal conscience guides humanity.
 - (B) A limited republican government is preferable to a monarchy.
 - (C) Government is a necessary check against the corrupting influence of society.
 - (D) Security is the only justification for government.
16. Which of the following “miseries” alluded to above were most condemned by Anti-Federalists of the Post-Revolutionary Era?
- (A) Organized response to Bacon’s Rebellion
 - (B) Federal response to Shays’s Rebellion
 - (C) Federal response to the Whiskey Rebellion
 - (D) Federal response to Pontiac’s Rebellion

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Questions 17–22 refer to the excerpt below.

“The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High—the Sacred and the True. Its floor shall be a hemisphere—its roof the firmament of the star-studded heavens, and its congregation a Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God’s natural and moral law of equality, the law of brotherhood—of ‘peace and good will amongst men.’”

John L. O’ Sullivan, “The Great Nation of Futurity,” 1839

17. Which of the following best states the principle described above?
 - (A) Colonists were destined to leave the British Empire because of the distance between the New World and England.
 - (B) Women are biologically predestined to lives of child rearing and domestic labor.
 - (C) America’s expansion to the West Coast was inevitable and divinely sanctioned.
 - (D) The abolition of slavery in the United States was certain to come about because slavery was immoral.
18. Between 1820 and 1854, the greatest number of immigrants to the United States came from
 - (A) France
 - (B) Russia
 - (C) England
 - (D) Ireland
19. Which of the following best describes the effect of the American rail system in the 19th century?
 - (A) Government subsidy of the railroads enabled markets to expand and production to become more efficient.
 - (B) The entire national system was planned before the first railway was constructed.
 - (C) The development of the rails had little effect on the development of American industry.
 - (D) A more highly developed rail system gave the Confederacy a decided advantage in the Civil War.
20. Which of the following changes in westward migration is most likely to have occurred in the 1840s?
 - (A) The number of pioneers headed for the Oregon territory decreased while the number headed for California greatly increased.
 - (B) The first great wave of migration ended, and the number of migrants remained extremely low until after the Civil War.
 - (C) For the first time, pioneers began to settle areas west of the Mississippi River.
 - (D) Large numbers of free Black people, unwelcome in the East, began to resettle in the West.
21. By what means did the United States take possession of the Oregon Territory?
 - (A) The United States was granted the territory in a postwar treaty with France.
 - (B) The United States bought it from the Native Americans who lived there.
 - (C) U.S. settlers were the first to arrive in the region; they claimed it for their country.
 - (D) Great Britain ceded it to the United States as part of a negotiated treaty.
22. Which of the following presidents is most closely associated with the concept of Manifest Destiny?
 - (A) James K. Polk
 - (B) Andrew Johnson
 - (C) Woodrow Wilson
 - (D) Ronald Reagan

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Questions 23–27 refer to the excerpt below.

“In one view the slaveholders have a decided advantage over all opposition. It is well to notice this advantage—the advantage of complete organization. They are organized; and yet were not at the pains of creating their organizations. The State governments, where the system of slavery exists, are complete slavery organizations. The church organizations in those States are equally at the service of slavery; while the Federal Government, with its army and navy, from the chief magistracy in Washington, to the Supreme Court, and thence to the chief marshalship at New York, is pledged to support, defend, and propagate the crying curse of human bondage. The pen, the purse, and the sword, are united against the simple truth, preached by humble men in obscure places.”

Frederick Douglass, “The Dred Scott Decision,” 1857

23. In his opinion on the case *Dred Scott v. Sandford*, Chief Justice Roger Taney upheld the sentiment above by stating that
- the existence of “separate but equal” facilities for people of different races was constitutional
 - corporations were entitled to the same protections guaranteed to individuals under the Fourteenth Amendment
 - school prayer violated the principle of “separation of church and state”
 - Congress had no right to regulate slavery in United States territories
24. In what way did the actions of Abraham Lincoln in 1860 contradict Douglass’s sentiments in the excerpt above?
- Lincoln promoted the freedom of settlers within territories to determine the slave status of their new state.
 - Lincoln passed the Homestead Act to give free land to all western settlers.
 - Lincoln favored the exclusion of slavery from any of the new territories.
 - Lincoln enacted the policy of giving newly freed enslaved people “forty acres and a mule.”
25. The excerpt from Frederick Douglass is most clearly an example of which of the following developments in the mid-19th century?
- The gradual replacement of indentured servants with enslaved Africans
 - The preservation of African culture through cultural adaptation
 - Southern influence upon the federal government to defend the institution of slavery
 - The success of abolitionists to sway majority public opinion
26. Which of the following groups would be most likely to support the perspective of Frederick Douglass?
- Southern Democrats in the 1880s
 - Western ranchers in the 1850s
 - Southern farmers in the 1830s
 - Northern Republicans in the 1860s
27. Frederick Douglass was most influenced by which of the following social movements?
- First Great Awakening
 - Second Great Awakening
 - Manifest Destiny
 - Popular Sovereignty

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Questions 28–32 refer to the excerpt below.

“We have witnessed for more than a quarter of a century the struggles of the two great political parties for power and plunder, while grievous wrongs have been inflicted upon the suffering people. We charge that the controlling influences dominating both these parties have permitted the existing dreadful conditions to develop without serious effort to prevent or restrain them. Neither do they now promise us any substantial reform. They have agreed together to ignore, in the coming campaign, every issue but one. They propose to drown the outcries of a plundered people with the uproar of a sham battle over the tariff, so that capitalists, corporations, national banks, rings, trusts, watered stock, the demonetization of silver and the oppressions of the usurers may all be lost sight of. They propose to sacrifice our homes, lives, and children on the altar of mammon; to destroy the multitude in order to secure corruption funds from the millionaires.

“Assembled on the anniversary of the birthday of the nation, and filled with the spirit of the grand general and chief who established our independence, we seek to restore the government of the Republic to the hands of ‘the plain people,’ with which class it originated. We assert our purposes to be identical with the purposes of the National Constitution; to form a more perfect union and establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity.”

Populist Party Platform, 1892

28. The sentiments expressed in the excerpt above about political parties are most similar to those expressed by
- George McGovern, Democratic Party, 1972
 - Theodore Roosevelt, Progressive Party, 1912
 - Andrew Jackson, Democratic Party, 1829
 - H. Ross Perot, Reform Party, 1996
29. The “free silver” campaign of 1896 received its greatest popular support from
- New England businessmen, who were discriminated against under the existing banking system
 - Southern women, who incorporated it into a larger campaign for economic equality
 - bankers, who had run out of paper currency to invest
 - farmers, who hoped that a more generous money supply would ease their debt burdens
30. Which one of the following political movements most closely shared many of the goals outlined by the Populist Party?
- Progressivism of the early 1900s
 - Neoconservatism of the 1980s
 - Federalism of the late 1700s
 - Jacksonian Democracy of the early 1800s
31. Which of the following is LEAST associated with the Populist movement?
- Support of labor unions
 - Secret ballot elections
 - Free coinage of silver
 - Deregulation of railroads and utilities
32. Which of the following was most directly a cause of the success of the Populist party?
- Western farmers and ranchers favored conservation and organized to promote the National Parks system.
 - The growth of corporate power and banking interests inspired rural activists to lobby for political reform.
 - Western farmers resisted the mechanization of agriculture and resented government interference in rural affairs.
 - After the Civil War, westward migration slowed, causing a long-term recession in many Western territories.

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Questions 33 and 34 refer to the excerpt below.

“With 78 percent of the Union electorate casting ballots, Lincoln was reelected in an Electoral College landslide, 212 to McClellan’s 21. The 55% popular vote for the president was the third largest in the nineteenth century, surpassed only by Jackson’s first victory in 1828 and Grant’s reelection in 1872. McClellan won only New Jersey, Delaware, and Kentucky. Republicans drew support from native-born farmers, skilled and professional workers, those of New England descent, younger voters, and military personnel. Democrats were strongest in the cities and among Irish- and German-Americans (the most populous immigrant groups). It has been estimated that Lincoln received 78% of the vote of Union soldiers and sailors. The figure was not necessary for his reelection, but was perhaps the margin of victory in a few close states and, more importantly, of great symbolic value. Republicans also gained seats in Congress to retain unassailable control, 149 to 42 in the House and 42 to 10 in the Senate; took back several state legislatures; and lost only the governorship of New Jersey (McClellan’s home state).”

“1864: *Lincoln v. McClellan*,” Harpweek.com

33. Which of the following conclusions is best supported by the excerpt above?
- (A) Lincoln received more votes in the heavily populated states of the North, while McClellan won more sparsely populated states.
 - (B) Lincoln won the Election of 1864 because of Union successes during the Civil War.
 - (C) The Emancipation Proclamation mobilized Black voters in the South to vote for Lincoln in the Election of 1864.
 - (D) Republicans managed to gain control of Congress through the efforts of Lincoln to campaign on their behalf.
34. Which of the following provides the best explanation for why Radical Republicans opposed Lincoln in 1861?
- (A) Lincoln’s decision to issue the Emancipation Proclamation was done without congressional oversight.
 - (B) The Radical Republicans wanted immediate emancipation of enslaved people, but Lincoln refused to cooperate.
 - (C) Lincoln’s Ten Percent Plan provided no assurance of Black suffrage.
 - (D) Lincoln’s appointment of Andrew Johnson as vice president clashed with the Reconstruction goals of the Senate.

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Questions 35–39 refer to the excerpt below.

“The conscience of the people, in a time of grave national problems, has called into being a new party, born of the nation’s sense of justice. We of the Progressive party here dedicate ourselves to the fulfillment of the duty laid upon us by our fathers to maintain the government of the people, by the people and for the people whose foundations they laid. We hold with Thomas Jefferson and Abraham Lincoln that the people are the masters of their Constitution, to fulfill its purposes and to safeguard it from those who, by perversion of its intent, would convert it into an instrument of injustice. In accordance with the needs of each generation the people must use their sovereign powers to establish and maintain equal opportunity and industrial justice, to secure which this Government was founded and without which no republic can endure.

“This country belongs to the people who inhabit it. Its resources, its business, its institutions and its laws should be utilized, maintained or altered in whatever manner will best promote the general interest. It is time to set the public welfare in the first place.”

Progressive Party Platform, 1912

35. Of the following policies, which was NOT a main objective of American Progressives?
- Passage of the Pure Food and Water Act
 - Creation of national forests and protected wildlife reserves
 - Initiation of antitrust lawsuits against various corporate monopolies
 - Intervention in the affairs of Central American governments
36. “Muckraking” author Jacob A. Riis’s *How the Other Half Lives* best exemplifies which of the following quotes from the excerpt above?
- “the duty laid upon us by our fathers”
 - “masters of their Constitution”
 - “an instrument of injustice”
 - “without which no republic can endure”
37. Which of the following regulatory laws was passed as a result of Upton Sinclair’s *The Jungle*?
- The Clayton Antitrust Act
 - The Hepburn Act
 - The Sherman Antitrust Act
 - The Pure Food and Drug Act
38. In harmony with the sentiments of the excerpt above, which of the following best characterizes the Square Deal of Theodore Roosevelt?
- Conservation, trust-busting, consumer protection
 - Protective tariffs, centralized banking, conservation
 - Equal opportunity, women’s suffrage, laissez-faire economics
 - Laissez-faire economics, support of labor unions, conservation
39. Would the Underwood-Simmons Tariff of 1913 be generally endorsed by Progressives of that era?
- Yes, because they were largely supporters of Teddy Roosevelt’s Square Deal
 - Yes, because most Democrats advocated lower duties
 - No, because they were largely supporters of Teddy Roosevelt’s “New Nationalism”
 - No, because they were largely opponents of Woodrow Wilson

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Questions 40–44 refer to the following 1933 political cartoon.



40. The 1933 political cartoon shown above makes the point that
- infighting within and among unions prevented their rise to economic power
 - government inspectors turned their backs to illegal repression of labor unions
 - attacks on unions were so well concealed that the government did not know where to begin its investigations
 - from their beginnings, labor unions were controlled by organized crime
41. Which of the following acts was the most beneficial to the labor movement?
- The Clayton Antitrust Act, which legalized strikes and picketing
 - The Sherman Antitrust Act, which prevented corporations from monopolizing markets
 - The Elkins Act, which provided greater regulation of railroads
 - The Hepburn Act, which regulated public modes of transportation
42. Which of the following best accounts for the successes of labor unions?
- Throughout the early 1900s, Congress promoted the interests of labor unions over captains of industry.
 - Immigrants helped to promote a more diverse workforce less reliant on child labor.
 - Sharecroppers in the South largely voted for Democrats who championed labor causes.
 - Locally and nationally, organizations such as the American Federation of Labor negotiated directly with corporations to effect change in the workplace.

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43. Which of the following best describes the conflict between management and labor illustrated in the cartoon?
- (A) Tradition vs. innovation
(B) Native-born vs. immigrant
(C) Christian vs. atheist
(D) Urban vs. rural
44. How was the Red Scare in post-World War I America connected to organized labor movements?
- (A) Unrestricted immigration after World War I flooded the job markets with low-wage workers, leading to resentment by union members and accusations of communist sympathies.
(B) California migrant workers were largely Italian immigrants, many of whom had anarchist leanings.
(C) Labor unions were largely thought to be controlled by liberals with Marxist sympathies.
(D) Senator Joseph McCarthy, a Wisconsin Republican, was hostile to both communism and labor unions, fueling suspicion among American Conservatives.

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Questions 45–48 refer to the excerpt below.

“We conclude that, in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.”

Brown v. Board of Education, 1954

45. In which decision did the Supreme Court validate the practice of “separate but equal” facilities for Black and white people?
- (A) *Marbury v. Madison*
(B) *Bradwell v. Illinois*
(C) *Plessy v. Ferguson*
(D) *Holden v. Hardy*
46. Which of the following best represents an effect of the legal decision described above?
- (A) Continuing white resistance slowed efforts at desegregation, sparking a series of social conflicts throughout the South.
(B) The Supreme Court decision *Brown v. Board of Education* led to increased enrollment in colleges and universities.
(C) During the 1960s, increasing numbers of high school graduates rejected the notion that a college education was desirable.
(D) In the 20th century, jobs in advanced technical and medical industries generally require postgraduate degrees.
47. All of the following are social movements inspired by the civil rights movement EXCEPT
- (A) women’s rights
(B) gay and lesbian rights
(C) states’ rights
(D) Native American rights
48. Desegregation of schools was, in part, a response to unfulfilled promises from which of the following initiatives?
- (A) The Great Society
(B) The Square Deal
(C) The New Deal
(D) Reconstruction

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Questions 49 and 50 refer to the excerpt below.

"If you analyze it I believe the very heart and soul of conservatism is libertarianism. I think conservatism is really a misnomer just as liberalism is a misnomer for the liberals—if we were back in the days of the Revolution, so-called conservatives today would be the Liberals and the liberals would be the Tories. The basis of conservatism is a desire for less government interference or less centralized authority or more individual freedom and this is a pretty general description also of what libertarianism is. Now, I can't say that I will agree with all the things that the present group who call themselves Libertarians in the sense of a party say, because I think that like in any political movement there are shades, and there are libertarians who are almost over at the point of wanting no government at all or anarchy. I believe there are legitimate government functions. There is a legitimate need in an orderly society for some government to maintain freedom or we will have tyranny by individuals. The strongest man on the block will run the neighborhood. We have government to ensure that we don't each one of us have to carry a club to defend ourselves. But again, I stand on my statement that I think that libertarianism and conservatism are traveling the same path."

Ronald Reagan, Interview published in *Reason* magazine, 1975

49. All of the following are factors that contributed to the prominence of conservatism in the late 1970s and 1980s EXCEPT
- (A) the success of the Libertarian party in national elections
 - (B) the growth of religious fundamentalism
 - (C) perceived economic and foreign policy failures under President Carter
 - (D) social changes following the civil rights movement and Vietnam War
50. Which of the following groups would be most opposed to the sentiments expressed in the excerpt above?
- (A) Neoconservatives
 - (B) Reagan Democrats
 - (C) Progressive Liberals
 - (D) Populists

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Questions 51–55 refer to the excerpt below.

“The challenge of the next half century is whether we have the wisdom to use wealth to enrich and elevate our national life, and to advance the quality of our American civilization.... The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community. It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods. But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.”

Lyndon Johnson, Remarks at the University of Michigan, Ann Arbor, 1964

51. Which of the following programs is most related to Johnson’s claim that the Great Society is “a place where man can renew contact with nature”?
 - (A) Urban Mass Transportation Act
 - (B) Endangered Species Preservation Act
 - (C) Public Broadcasting Act
 - (D) Higher Education Act
52. All of the following were part of Johnson’s Great Society program EXCEPT
 - (A) the Civil Rights Act of 1964
 - (B) Medicare and Medicaid
 - (C) the establishment of the Department of Housing and Urban Development
 - (D) the balanced budget mandate
53. Along with his goals of establishing a Great Society, Johnson was also engaged in which of the following initiatives?
 - (A) Undermining communism in Cuba with the Bay of Pigs Invasion
 - (B) Undermining communism in Vietnam after the Tet Offensive
 - (C) Undermining communism in Turkey and Greece using economic aid
 - (D) Undermining communism in the Eastern Bloc by demanding a removal of the Berlin Wall
54. Johnson’s Great Society most represented an extension of which of the following initiatives?
 - (A) The New Deal
 - (B) The Square Deal
 - (C) The Truman Doctrine
 - (D) The Monroe Doctrine
55. Which one of the following was an unintended consequence of the liberal successes of the 1960s?
 - (A) Liberal Democrats abandoned antiwar protests in a show of support for President Johnson.
 - (B) Conservative Republicans mobilized to defend traditional mores and curb government authority.
 - (C) Economic recession was catalyzed by increased government spending, causing “stagflation.”
 - (D) A majority of Northern Black voters abandoned the Democrat party, siding with Republicans.

GO ON TO THE NEXT PAGE.

UNITED STATES HISTORY
SECTION I, Part B
Time—40 minutes

Directions: Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

Question 1 is based on the excerpts below.

“Constitutionalism is descriptive of a complicated concept, deeply imbedded in historical experience, which subjects the officials who exercise governmental powers to the limitations of a higher law. Constitutionalism proclaims the desirability of the rule of law as opposed to rule by the arbitrary judgment or mere fiat of public officials.... Throughout the literature dealing with modern public law and the foundations of statecraft the central element of the concept of constitutionalism is that in political society government officials are not free to do anything they please in any manner they choose; they are bound to observe both the limitations on power and the procedures which are set out in the supreme, constitutional law of the community. It may therefore be said that the touchstone of constitutionalism is the concept of limited government under a higher law.”

Philip P. Wiener, Ed., *Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas*, 1973

“I do not say that democracy has been more pernicious on the whole, and in the long run, than monarchy or aristocracy. Democracy has never been and never can be so durable as aristocracy or monarchy; but while it lasts, it is more bloody than either.... Remember, democracy never lasts long. It soon wastes, exhausts, and murders itself. There never was a democracy yet that did not commit suicide. It is in vain to say that democracy is less vain, less proud, less selfish, less ambitious, or less avaricious than aristocracy or monarchy. It is not true, in fact, and nowhere appears in history. Those passions are the same in all men, under all forms of simple government, and when unchecked, produce the same effects of fraud, violence, and cruelty. When clear prospects are opened before vanity, pride, avarice, or ambition, for their easy gratification, it is hard for the most considerate philosophers and the most conscientious moralists to resist the temptation. Individuals have conquered themselves. Nations and large bodies of men, never.”

John Adams, letter to John Taylor, 1814

1. Using the excerpts, respond to **parts a, b, and c.**
 - a. Briefly explain the point of view made by Passage 1.
 - b. Briefly explain the point of view made by Passage 2.
 - c. Provide ONE piece of evidence about New England government before 1800, and explain how it either supports the interpretation in the first passage OR refutes the interpretation in the second passage.

GO ON TO THE NEXT PAGE.

Question 2 is based on the following 1634 image.



2. Use the image above and your knowledge of history, respond to **parts a, b, and c.**
 - a. Explain the point of view in the image regarding ONE of the following:
 - Commerce
 - Native Americans
 - European exploration
 - b. Explain how ONE element of the image expresses the point of view you identified in part (a).
 - c. Explain how a SECOND element of the image expresses the point of view you identified in part (a).

GO ON TO THE NEXT PAGE.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Respond to **parts a, b, and c.**
 - a. Briefly explain ONE example of how freedom of religion brought about new ideas in politics and society at any time prior to 1800.
 - b. Briefly explain a SECOND example of how freedom of religion brought about new ideas in politics and society in the same period.
 - c. Briefly explain ONE example of how religious people or groups resisted new ideas in politics and society in the same period.

4. United States historians have debated the role of collective security in determining U.S. foreign policy in the late 20th century. Using your knowledge of United States history, respond to **parts a, b, and c.**
 - a. Briefly explain the basic principles of collective security.
 - b. Choose ONE of the organizations listed below and explain to what extent membership in this organization was a continuation or departure from U.S. foreign policy earlier in the century. Provide at least ONE piece of evidence to support your explanation.
 - The UN
 - NATO
 - SEATO
 - c. Briefly explain why ONE of the other options is not as persuasive as the one you chose.

END OF SECTION I

AP® United States History Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

Instructions

At a Glance

Total Time

1 hour, 40 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

Question 1 (DBQ):**Mandatory****Suggested Reading and Writing Time**

60 minutes

Reading Period

15 minutes. Use this time to read Question 1 and plan your answer. You may begin writing your response before the reading period is over.

Suggested Writing Time

45 minutes

Percent of Total Score

25%

Question 2, 3, or 4:**Choose One Question**

Answer Question 2, Question 3, or Question 4

Suggested Writing Time

40 minutes

Percent of Total Score

15%

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2, 3, and 4.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2, 3, or 4 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2, 3, or 4. For example, if you answered Question 2, apply the label **2. Failure to do so may delay your score.**

GO ON TO THE NEXT PAGE.

UNITED STATES HISTORY

SECTION II

Total Time—1 hour, 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**Note: You may begin writing your response before the reading period is over.****Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

GO ON TO THE NEXT PAGE.

1. When World War I broke out, the United States declared its policy of neutrality. To what extent did the United States follow a policy of neutrality between 1914 and 1917?

Document 1

Source: President Woodrow Wilson, message to Congress (August 19, 1914)

The effect of the war upon the United States will depend upon what American citizens say and do. Every man who really loves America will act and speak in the true spirit of neutrality, which is the spirit of impartiality and fairness and friendliness to all concerned.

The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that there should be the utmost variety of sympathy and desire among them with regard to the issues and circumstances of the conflict.

Such divisions amongst us would be fatal to our peace of mind and might seriously stand in the way of the proper performance of our duty as the one great nation at peace, the one people holding itself ready to play a part of impartial mediation and speak the counsels of peace and accommodation, not as a partisan, but as a friend.

Document 2

Source: Hugo Munsterberg, Harvard University professor, letter to Woodrow Wilson (November 19, 1914)

Dear Mr. President:

[I] ask your permission to enter into some detail with regard to the neutrality question. But let me assure you beforehand that I interpret your inquiry as referring exclusively to the views which are expressed to me by American citizens who sympathize with the German cause or who are disturbed by the vehement hostility to Germany on the part of the American press. My remarks refer in no way to the views of official Germany....

First, all cables sent by and received by wire pass uncensored, while all wireless news is censored. This reacts against Germany, because England sends all her news by cable, whereas Germany alone uses the wireless....

Second, the policy of the administration with regard to the holding up, detaining and searching of Germans and Austrians from neutral and American vessels is a reversal of the American policy established in 1812. It has excited no end of bitterness.

Third, the United States permitted the violation by England of the Hague Convention and international law in connection with conditional and unconditional contraband.... [O]n former occasions the United States has taken a spirited stand against one-sided interpretations of international agreements. The United States, moreover, [previously] insisted that conditional contraband can be sent in neutral or in American [ships] even to belligerent nations, provided it was not consigned to the government, the military or naval authorities.... By permitting this new interpretation the United States practically supports the starving out policy of the Allies [and seriously handicapping] Germany and Austria in their fight for existence....

Many of the complaints refer more to the unfriendly spirit than to the actual violation of the law. Here above all belongs the unlimited sale of ammunition to the belligerents....

GO ON TO THE NEXT PAGE.

Document 3

Source: Robert Lansing, *War Memoirs* (1935)

The author was acting secretary of state during the period described below.

The British authorities...proceeded with their policy [of blockading American ships headed for mainland Europe] regardless of protests and complaints. Neutral ships were intercepted and, without being boarded or examined at sea, sent to a British port, where their cargoes were examined after delays, which not infrequently lasted for weeks. Even a vessel which was finally permitted to proceed on her voyage was often detained so long a time that the profits to the owners or charterers were eaten up by the additional expenses of lying in port and by the loss of the use of the vessels during the period of detention.

Document 4

Source: Secretary of State William Jennings Bryan, letter to the Chairman of the Senate Committee on Foreign Relations (January 20, 1915)

Dear Mr. Stone:

I have received your letter...referring to frequent complaints or charges made...that this Government has shown partiality to Great Britain, France, and Russia against Germany and Austria during the present war.... I will take them up...

- (1) Freedom of communication by submarine cables versus censored communication by wireless.

The reason that wireless messages and cable messages require different treatment by a neutral government is as follows: Communications by wireless can not be interrupted by a belligerent. With a submarine cable it is otherwise. The possibility of cutting the cable exists.... Since a cable is subject to hostile attack, the responsibility falls upon the belligerent and not upon the neutral to prevent cable communication.

A more important reason, however, at least from the point of view of a neutral government is that messages sent out from a wireless station in neutral territory may be received by belligerent warships on the high seas. If these messages...direct the movements of warships...the neutral territory becomes a base of naval operations, to permit which would be essentially unneutral.

- (4) Submission without protest to British violations of the rules regarding absolute and conditional contraband as laid down in the Hague conventions, the Declaration of London, and international law.

There is no Hague convention which deals with absolute or conditional contraband, and, as the Declaration of London is not in force, the rules of international law only apply. As to the articles to be regarded as contraband, there is no general agreement between nations....

The United States has made earnest representations to Great Britain in regard to the seizure and detention by the British authorities of all American ships.... It will be recalled, however, that American courts have established various rules bearing on these matters.

- (9) The United States has not interfered with the sale to Great Britain and her allies of arms, ammunition, horses, uniforms, and other munitions of war, although such sales prolong the conflict.

There is no power in the Executive to prevent the sale of ammunition to the belligerents.

The duty of a neutral to restrict trade in munitions of war has never been imposed by international law....

- (20) General unfriendly attitude of Government toward Germany and Austria. If any American citizens, partisans of Germany and Austria-Hungary, feel that this administration is acting in a way injurious to the cause of those countries, this feeling results from the fact that on the high seas the German and Austro-Hungarian naval power is thus far inferior to the British. It is the business of a belligerent operating on the high seas, not the duty of a neutral, to prevent contraband from reaching an enemy....

I am [etc.]

W.J. Bryan

GO ON TO THE NEXT PAGE.

Document 5

Source: *New York Times*, notice (May 1, 1915)

NOTICE!

TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies; that the zone of her waters includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY

Document 6

Source: Report from the American Customs Inspector in New York (1915)

Q: Did the *Lusitania* have on board on said trip 5400 cases of ammunition? If so, to whom were they consigned?

A: The *Lusitania* had on board, on said trip, 5468 cases of ammunition. The Remington Arms-Union Metallic Cartridge Co. shipped 4200 cases of metallic cartridges, consigned to the Remington Arms Co., London, of which the ultimate consignee was the British Government. G. W. Sheldon & Co. shipped three lots of fuses of 6 cases each, and 1250 cases of shrapnel, consigned to the Deputy Director of Ammunition Stores, Woolwich, England.

GO ON TO THE NEXT PAGE.

Document 7

Source: Woodrow Wilson, speech to Congress (March 24, 1916)

...I have deemed it my duty, therefore, to say to the Imperial German Government, that if it is still its purpose to prosecute relentless and indiscriminate warfare against vessels of commerce by the use of submarines, notwithstanding the now demonstrated impossibility of conducting that warfare in accordance with what the Government of the United States must consider the sacred and indisputable rules of international law and the universally recognized dictates of humanity, the Government of the United States is at last forced to the conclusion that there is but one course it can pursue; and that unless the Imperial German Government should now immediately declare and effect an abandonment of its present methods of warfare against passenger and freight carrying vessels, this Government can have no choice but to sever diplomatic relations with the Government of the German Empire altogether.

This decision I have arrived at with the keenest regret; the possibility of the action contemplated I am sure all thoughtful Americans will look forward to with unaffected reluctance. But we cannot forget that we are in some sort and by the force of circumstances the responsible spokesmen of the rights of humanity, and that we cannot remain silent while those rights seem in process of being swept utterly away in the maelstrom of this terrible war. We owe it to a due regard to our own rights as a nation, to our sense of duty as a representative of the rights of neutrals the world over, and to a just conception of the rights of mankind to take this stand now with the utmost solemnity and firmness....

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response, you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. To what extent did the American Revolution represent change and/or continuity over time in relation to how colonists reacted to the British imperial authority?
3. Evaluate the extent to which the years from 1865 to 1900 represent change and/or continuity over time in relation to government corruption and political patronage.
4. To what extent did the social and political actions of Americans during the 1960s represent change and/or continuity over time?

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

Completely darken bubbles with a No. 2 pencil. If you make a mistake, be sure to erase mark completely. Erase all stray marks.

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Section



Start with number 1 for each new section.

If a section has fewer questions than answer spaces, leave the extra answer spaces blank.

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